Toronto Region Sample - BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT - Numeracy

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| **PLAN, DESIGN AND IMPLEMENTATION STRATEGIES** | | | | | | **MONITORING STRATEGIES** | | |
| **Needs Assessment**  **and**  **Analysis of Data**  ***09/10 EQAO:***  ***Gr. 3 Math 71%***  ***Gr. 6 Math 63%***  ***Gr. 9 Academic 81%***  ***Gr. 9 Applied***  ***26%***  ***PASS RATES: Gr. 9 Math***  ***Academic 90%***  ***Applied 72%***  ***Gr. 10 Math***  ***Academic 86%***  ***Applied 70%***  ***09/10 EQAO Students with an IEP(excluding gifted)***  ***Gr. 3 Math 34%***  ***Gr. 6 Math 22%***  ***Gr. 9 Applied Math 22%***  ***Gr 9 Academic Math***  ***66%***  *PASS RATES:*  *Gr. 9 Math*  *Students with an IEP (excluding gifted):*  *Academic 81%*  *Applied 69%*  *Grade 10 Math students with an IEP (excluding gifted)*  *Academic 78%*  *Applied 68%*  Exemption Rate: *Students with an IEP*  Gr. 3 – 15%  Gr. 6 – 15%  Gr. 9 – ??% | **SMART Goals**  By June 2011 there will be an increase from   1. 71% to 81% of students in Grade 3 (10% increase) 2. 34 to 37% of students with an IEP in Grade 3 (3% increase) 3. 63% to 73% of students in Grade 6 (10% increase) 4. 22% to 25% of students with an IEP in Grade 6 (3 % increase) 5. 81 % to 87% of students in Grade 9 Academic Math (6% increase) 6. 62% to 65% of students with an IEP in Grade 9 Academic Math (3% increase) 7. 26% to 41% in Grade 9 Applied Math (15% increase) 8. 22% to 32% of students with an IEP in Grade 9 Applied Math (10% increase)   Students will be able to demonstrate the use of learning goals, success criteria and descriptive feedback to monitor and evaluate their learning in mathematics; know how to identify, select and apply relevant and effective problem – solving strategies to solve real world simple to complex mathematics problems in all 5 strands of mathematics and; use technological tools for reasoning, justifying and expressing quantitative and qualitative ideas   * By June there will be a decrease in the exemption rate among students on IEPs by 5%. | **School Effectiveness Framework Indicators**  1.5 A variety of valid and reliable assessment data is used by students and others to continuously monitor learning, to inform instruction and assessment to determine next steps.  1.7 Ongoing communication including Descriptive Feedback is in place to allow students, teachers and parents to effectively monitor student learning.  2.1 Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.  2.3 Organizational structures are coherent, flexible and respond to the needs of students.  4.1 A culture of high expectations supports the belief that all students can learn, progress and achieve  4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.  4.7 Timely and tiered interventions, supported by a team approach, respond to individual student learning needs. | **Targeted, Evidence-Based Strategies/Actions**  A focus on *system-wide* *implementation* of:  **Structural Strategies**:  \* PLT’s in every school  \* Numeracy Blocks  \*Implementation of Exemption Criteria  \* Special Education:  Target Ten  **Instructional Strategies:**  \* 3-Part Lesson  \* Inquiry-based (problem-solving) approach to lesson design (K-12)  \* “Big Ideas”-Inter-strand approach (K-12) \* Purposeful inclusion of non-fiction writing in all strands  \* Scaffolding using Differentiated Instruction  \* Use of manipulatives  \*FastForWord  \*MI Lead  \*Modifications Document  \*Focus on Success strategy | **Resources**  **Human:**  \* Coaches (FOS Numeracy, S4P, Model Schools Learning)  \* Program Department Instructional Leaders  \* FOS Special Education Consultants  \* Student Achievement Officers  \* School Focus on Success Team  \* Assistive Technology teachers and technicians  **Financial:**  Funding sources:  \* School Effectiveness Framework  \* OFIP  \* Schools in the Middle  \* Student Work Study  \* Schools Helping Schools  \* Student Success/Secondary Math  \*Modification Document  \*MI Lead  \*Focus on Success document | **Professional Learning**  PLT’s will develop clear understanding of “Big Ideas” Interstrand approach in Math  - PLT’s will develop capacity in the use of manipulatives (K-12) and assistive technologies to support SMART goals  -PLT’s will develop structures to analyse EQAO data and select students with whom to implement specific instructional strategies  - PLT’s will develop assessments to provide staff with student work for collaborative analysis  - PLT’s will build capacity to implement 3-part lessons  - Focus on system PL for students with Numeracy IEPs  - Assistive Technology | **Monitoring of the achievement of the SMART goals**  Evidence will be collected/collated from School Improvement Plans (targeted groups, targeted strategies)  - evidence will be collected on the number of classrooms implementing:  \* “Big Ideas” -Interstrand approach  \* use of manipulatives and assistive technologies  \* Numeracy Block (elementary)  \* 3-part lesson  - student work samples will be collected from sample Grade 3, 6 and 9 | **Responsibility**  Principals and their staffs collectively contribute to the overall achievement goals of the board.  \* Superintendents of Education, System and Coordinating Superintendents, Chief Academic Officers and the Deputy Director - Academic are expected to facilitate, implement monitor and report on actions to support attainment of goals.  In addition, “hands on” support is provided through the:  \* Quadrant Schools in the Middle and Student Work Study initiative  \* SEF CCP and System Superintendent  \* Coaches (ELL, Literacy, Models Schools, Student Success)  \* Secondary Student Success Teams  \* Research Staff  \* Teaching & Learning Staff including Special Educ., Safe & Caring Schools, Inclusive Schools | **Evaluation**  Monitoring and reporting out will take place by term/semester through the Deputy Director – Academic,  Chief Academic Officer – School Improvement, Coordinating Superintendent – Teaching & Learning, Superintendents of Education, with the support of Research Staff and Academic Council  - student graduation rates and gender and Special Education results will be evaluated in September 2011  -January and May 2011 |
| **Needs Assessment**  **and**  **Analysis of Data**  The Needs Assessment Analysis included a review of student report card achievement data, EQAO achievement data, and program data **including Special Education.** The following relate to Mathematics:   * Data gathered from the Board’s Needs Assessment including information from School Improvement Plans, District Reviews and individual school data including the data from Professional Learning Communities/Networks indicate that we need to address the mathematical process expectations to improve students ability to solve word problems. * Provincial assessment data for Grade3 and 6 EQAO Mathematics confirmed that these areas require improvement in a majority of schools in the district. * Provincial assessment data for Grade 9 EQAO Mathematics indicate that Board results for students in the Applied program have increased four percent (4%) from forty-three percent (43%) to forty-seven percent (47%). | **SMART Goals**  The percentage of grade 3 students scoring at level 3 or above in MATHEMATICS on the EQAO assessment will increase by 2% from 78% to 80% and the percentage of grade 6 students scoring at level 3 or above on the EQAO assessment in MATHEMATICS will increase by 7% from 65% to 72% by June 2011, through the use of open and parallel tasks within the consistent application of the three part lesson design.  **The percentage of grade 3 special education students scoring at level 3 or above in MATHEMATICS on the EQAO assessment will increase by 3% from 37% to 40% and the percentage of grade 6 special education students scoring at level 3 or above on the EQAO assessment in MATHEMATICS will increase by 10% from 25% to 35% by June 2011, through the use of open and parallel tasks within the consistent application of the three part lesson design.**  The percentage of students in GRADE 9 APPLIED courses scoring at level 3 or above in MATHEMATICS in the EQAO assessment will increase by 5% from 47% to 52% by June 2011, through the use of open and parallel tasks within the consistent application of the three part lesson design. (Note: Pass rates in 9 and 10 Academic, Applied and Locally Developed Math courses will remain at the same level or improve on current high pass rate percentage.)  **The percentage of special education students in GRADE 9 APPLIED courses scoring at level 3 or above in MATHEMATICS in the EQAO assessment will increase by 5% from 40% to 45% by June 2011, through the use of open and parallel tasks within the consistent application of the three part lesson design. (Note: Pass rates in 9 and 10 Academic, Applied and Locally Developed Math courses will remain at the same level or improve on current high pass rate percentage.)**  The percentage of students in GRADE 9 ACADEMIC courses scoring at level 3 or above in MATHEMATICS in the EQAO assessment will increase by 2% from 80% to 82% by June 2011, through the use of open and parallel tasks within the consistent application of the three part lesson design. (Note: Pass rates in 9 and 10 Academic, Applied and Locally Developed Math courses will remain at the same level or improve on current high pass rate percentage.)  **The percentage of special education students in GRADE 9 ACADEMIC courses scoring at level 3 or above in MATHEMATICS in the EQAO assessment will increase by 7% from 65% to 72% by June 2011, through the use of open and parallel tasks within the consistent application of the three part lesson design. (Note: Pass rates in 9 and 10 Academic, Applied and Locally Developed Math courses will remain at the same level or improve on current high pass rate percentage.)** | **School Effectiveness Framework Indicators**  **SEF INDICATOR #1 Assessment for, of and as Learning**  **SEF INDICATOR #2 School and Classroom Leadership** | **Targeted, Evidence-Based Strategies/Actions**  \* Use of the District Growing Success team to ensure that assessment, evaluation and reporting policies are fair, transparent and equitable for all students.  \* Full district implementation of the primary LAR (Language Assessment Resource) and piloting of the JAR (Junior Assessment Resource).  \*Implementation of Teaching, Learning, Critical Pathways (TLCP) and Professional Learning Communities (PLC) in all schools in the District.  \*Assessment and instruction are collaboratively designed to ensure clear understanding of learning goals, success criteria and descriptive feedback.  \*Use of data management systems to compare and track alignment of EQAO and report card achievement, and collect school level student achievement data at several pre-determined points throughout the school year.  \*Support job-embedded, inquiry-based, collaborative school teams in the areas of grade 9 Math and literacy in grades 9 and 10 applied subject areas through a focus on assessment for learning, differentiated instruction and the use of a professional learning cycle.  \*Administrators are leading their school TLCPs/PLCs with support from the Program Department in a gradual-release model.  \*Implementation and monitoring of both the Board Improvement Plan for Student Achievement and School Improvement Plans involving input and leadership from Superintendents, MISA Lead, School Effectiveness Lead, Student Success Lead and Program Coordinators. | **Resources**  \*Literacy/Numeracy Curriculum documents K-12  \*Guides to Effective Instruction in Literacy/Numeracy  \*Learning for All, 2009 (Draft)  \*Specific programming resources for students with learning disabilities  \*Literacy Numeracy Secretariat Monographs  \*Differentiated Instruction Learning Materials for 7-12  \*Growing Success  - Orientation &  Implementation documents  Utilization of release days for TLCP/PLCs  \*DI Resources kit  \*Gains Project resources  \*Board DI Project report  \*White Board Project report  \*Junior Assessment  Resource Pilot  \*Language Assessment Resource | **Professional Learning**  \*Elementary TLCPs  \*Kindergarten Collaborative Inquiry (K – gr. 2)  \*Elementary Schools in the Middle Networking Sessions  \* Secondary PLC  - Grade 9 Math  - Literacy in Grade 9/10  Applied Courses  \*Collaborative Inquiry For Learning – Math (CIL-M, Jr. division)  \*Enhancement of Assessment, Evaluation and Reporting practices (*Growing Success*)  \*Professional Learning Sessions focusing on:  - Differentiated Instruction  - Math Gains/Literacy Gains  - Interactive white board  Training  \*District Student Success  Team Meetings  \*Principal/Vice Principal  Program Meetings | **Monitoring of the achievement of the SMART goals**  The following data reports will be used to monitor implementation and achievement of goals:  - report card data  - OSSLT results  - EQAO results  - BIPSA/SIPSA reviews  - Special Education Results  - Gender Gaps analysis  - Perceptual Data  - Credit Accumulation  \*District SIPSA Reviews during school visits by District Board and School Improvement Team (Superintendents, SEF Lead, Student Success Lead)  \*Review of EQAO data (August 2010)  \*Beginning, mid and year-end monitoring of student achievement data using the Business Intelligence Tool | **Responsibility**  Superintendents /Board Improvement Team:  - Complete BIPSA and share  with Stakeholders and  submit to Student  Achievement Division  (Ministry of Ed)  - Meet with Ministry Regional  Team to review BIPSA  - Meet with school teams to  review SIPSA Plans  Program Coordinators & MISA Lead:  - Support professional  learning with teachers and  administrators  - collaborative planning and  implementation of targeted  evidence based strategies  - monitor, collect and analyze  student achievement data | **Evaluation**  Sept. 15- Oct. 15, 2010  District self-assessment to review BIPSA re:  - progress attained with SMART  goals from 2009-10  - Analysis of current needs  assessment  - focus of current smart goals  Nov. 15 –Dec. 15, 2010  District team visits schools to review and discuss progress and revisions for SIPSA as required.  Feb 15 - March 15, 2011  District team visits schools to review and discuss mid-year progress and revisions for SIPSA as required. |
|  |  | **SEF INDICATOR #4 Curriculum, Teaching, and Learning** | \*Data is used to identify achievement gaps and to determine goals for board-wide improvement.  \*Data is analyzed to identify gaps in literacy and numeracy achievement.  \*Use of high-yield, research-based strategies presented and supported within the TLCP/PLC process.  \*Direct instruction to support students with learning disabilities.  \*Special Education Resource Teachers (SERT)provide tiered support for students with learning disabilities by giving direct instruction to students both within the context of the classroom and small group setting in conjunction with the classroom teacher.  \*SERT’s involved in school TLCPs / PLCs where required. | Math Makes Sense (K-8)  \*TIPS 4RM (7-12)  \*Math Manipulatives  \*Math Exemplars  \*Early Learning and Full-Day Kindergarten Program document/materials  \*Special Ed. Companion Guide  \*English Language Learner Ministry documents / STEPS Resource  \*Aboriginal Awareness Tool Kit  \*EQAO resources | Student Success Initiatives:  - e-learning  - SHSM/District Courses  - Cross Panel Initiatives  - District Student Success  Team  - Dual Credit/Expanded Co-op  - School College Work  Initiatives  - Assisting Students to  Achieve Programs  - Alternative Education  Programs  - Pathways Focus  - Student Voice Initiatives  - St. John Bosco Programs  - Homework Help (7-10 Math)  - Re-engagement Initiative  (12-12+) | \*Ongoing reflective feedback through District Student Achievement Team (SAT) meetings  \*TLCP tracking, summary reports and comparison of TLCP progress within and across schools (SAT)  \*Monitor student achievement data in relation to SMART GOALS to inform practice  \*Meet with school teams and Administration to ensure that resources, strategies and actions are being implemented and to review student achievement data in relation to school’s current SMART goals  \*Mid-year monitoring to discuss progress and revisions of SIPSA. | Administrators:  - complete SIPSA with school  improvement team  - meet with District BIPSA  team to review plan  - monitor, collect and analyze  student achievement data  - make adjustments in TLCPs  and teaching / learning strategies where  evidence confirms a need | **District team conducted a n analysis of term one /semester one report card data**  **Feb 18th, 2011 Ministry BIPSA Review**  May - June 201  Analyze the following:  - report card data  -OSSLT results  -EQAO results  - BIPSA/SIPSA reviews  - Special Education Results  - Gender Gaps analysis  - Perceptual Data  - Credit Accumulation  \*Determine next steps to sustain success and eliminate less successful practices and share lessons learned with all stakeholders. |